



## **PSCI 509 Sec 01W Proseminar in American Government and Politics**

**COURSE SYLLABUS: Spring 2020**

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Chad M. King

**Office Location:** SS-162

**Office Hours:** T/TH 1:45 PM to 3 PM, W 9:30 AM to 12 PM

**Office Fax:** (903)-886-5318

**University Email Address:** chad.king@tamuc.edu

**Preferred Form of Communication:** E-mail

**Communication Response Time:** 24 hours (48 hours during weekends)

### **COURSE INFORMATION**

#### ***Materials – Textbooks, Readings, Supplementary Readings***

#### ***Textbook(s) Required***

1. Aldrich, John H. 1995. *Why Parties? The Origin and Transformation of Political Parties in America*. University of Chicago Press. ISBN: 978-0226012742
2. Kernell, Samuel. 2006. *Going Public: New Strategies of Presidential Leadership*. CQ Press. ISBN: 978-1568028996
3. Segal, Jeffrey A. and Harold J. Spaeth. 2002. *The Supreme Court and the Attitudinal Model Revisited*. Cambridge: Cambridge University Press. ISBN: 978-0521789714
4. Zaller, John R. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press. ISBN: 978-0521407861

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Students will also receive a number of assigned articles to read each week. These readings will all be available online through the course site.

### ***Course Description***

This graduate seminar provides an introduction to, and overview of, some of the most important research in the various sub-fields of American government and politics. It is designed to be the first graduate course on American politics that students take. It is intended to be broad in scope and to provide a theoretical, methodological, and substantive foundation for further study of American politics.

### ***Student Learning Outcomes***

1. Students will understand and employ significant theoretical and analytical approaches to understanding American politics and government.
2. Students will understand how to initiate an original research project in American politics.

## **COURSE REQUIREMENTS**

### ***Minimal Technical Skills Needed***

1. Students will need to be familiar with and know how to use the learning management system.
2. Students will need to know how to use Microsoft Word, or some other word processing software, Microsoft PowerPoint or Adobe Presenter.

### ***Instructional Methods***

Students will meet weekly on Tuesdays from 8:30 PM-10:20 PM using the YouSeeU-Virtual classroom in the class page on MyLeo Online. Students will learn from both completing the assigned readings and engaging with their classmates and the instructor in discussions assignments over the assigned readings, preparing for a midterm exam, and completing a research design paper.

### ***Student Responsibilities***

- All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.
- Students are expected to regularly attend class meetings over YouSeeU and arrive on time.
- Students are expected to regularly check the course site for announcements and updates.
- Students are expected to complete all course readings for each section of the course.
- Students are expected to complete all writing assignments and exams.
- Students are expected to respect their fellow classmates and the instructor. This includes treating everyone with courtesy and esteem in any and all correspondence for the course. For more information on this subject, please see the Student Guidebook.
- Texas A&M University-Commerce does not tolerate academic dishonesty. Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other

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course assignments, collusion (the unauthorized collaboration with others in preparing course assignments or taking exams), and abuse (destruction, defacing, or removal) of resource material. For this class, academic dishonesty includes cheating, plagiarism, collusion and/or falsifying academic work. In particular, passing off work as your own that was written by someone else, without proper citation or attribution, will be considered an act of plagiarism. This holds true whether material comes from the textbook, another publication, an Internet source, or another student. Any act of academic dishonesty on an exam or quiz will result in a grade of F for the semester.

- Students will comply with all myLeo Online/D2L technical requirements in terms of training, computer access, & Internet access.
- Students who miss more than two class meetings will be administratively dropped from the class.

## GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 65%-69%
- F = 64% or Below

Final Grades will be based upon the following weights.

Class participation & discussion	40%
Midterm Exam	30%
Research Design Paper	30%
<b>Final Grade</b>	<b>100%</b>

### **Assessments**

#### **1. Class participation & discussion (40%)**

Students will participate and discuss course content both through YouSeeU-Virtual Classroom and threaded discussion boards. The Class participation and discussion graded will be composed of three formal elements.

- Discussion leader: Every student will be assigned as a discussion leader for 2 weeks during the term, one before the first exam and one week after. Students will be expected to lead discussion for the week, compile possible questions about the readings, bring in outside information or current events that fit the topics and make sure the discussion goes well (20%)
- Participation in class meetings: Students will be expected to participate in class discussions over the assigned readings during weekly class meetings using YouSeeU. (20%)

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More information about these requirements and expectations will be provided on the course myLeo Online site.

## **2. Midterm Exam (30%)**

There will be one midterm exam. The exam will be available at 11:59 PM on 3/20 and will be due at 11:59 PM on 3/29. The exam is open-book, open-note and students must submit an electronic copy to the instructor on D2L/myLeo Online. The exam will feature 3-4 “qualifying exam” type questions for which students must prepare well-written responses. The instructor will provide more information about the exam as the date grows closer.

## **3. Research Design Paper (30%)**

Students will prepare an original research paper that describes and analyzes an important policy topic of their choosing. Students will receive the guidelines for this assignment during the first week of the semester. Students will pick a topic, prepare an annotated bibliography, make a class presentation on their projects, and submit a final paper. Combined these four elements will be worth 30% of the final grade. The paper is due by 6 PM on 5/4 and must be uploaded to D2L/myLeo Online.

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	L/atest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System->

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[Requirements](https://bongolearn.zendesk.com/hc/en-us/articles/360003760493-Basic-System-Requirements) or <https://bongolearn.zendesk.com/hc/en-us/articles/360003760493-Basic-System-Requirements>

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - For YouSeeU, students will need a webcam and microphone.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



#### System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

#### Interaction with Instructor Statement

Students should rely upon e-mail, office hours, and class announcements as the primary means of communication with the instructor. I will use all of these to announce any changes to the course syllabus or other relevant information. Also, please note that the system will only send e-mail to your official University Email address, so you will need to check that account regularly. I will always try to e-mail you as soon as I can. From M-F you can expect a reply, at the latest, within 24 hours. On the weekends, I may take 48 hours to respond.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### ***Course Specific Procedures/Policies***

- Late work of any kind will not be accepted.
- Missed class participation, discussion leaders, and the components of the research paper cannot be made up for any reason.
- If a student misses an exam, that student will receive a grade of 0 for the exam. Make-up exams will only be granted at the discretion of the instructor. Any request for a make-up exam must be made in writing and include documentation explaining why the absence was legitimate. Such a request must be received within 3 calendar days of the missed exam date, unless the student is physically unable to submit such a request. Legitimate reasons may include illness severe enough to require professional treatment, death in the immediate family, participation in University activities, and legal obligations.

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Please note, these reasons do not guarantee that a make-up exam will be given. Incompletes will be granted completely at the discretion of the instructor and only be

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## ***University Specific Procedures***

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#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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## **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library- Room 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **COURSE OUTLINE**

### **Reading assignments**

*The syllabus/schedule are subject to change.*

## **2/3 Introduction to Studying and Researching Political Science**

Noel, Hans. 2010. "Ten Things Political Scientists Know That You Don't." *The Forum* 8, no. 3.

Bond, Jon R. 2007. "The Scientification of the Study of Politics: Some Observations on the Behavioral Evolution in Political Science." *Journal of Politics* 69: (4):897–907.

Fenno, Richard F. 1986. Observation, context, and sequence in the study of politics. *American Political Science Review*. 80(1): 3-15.

Powner, Leann. 2007. "Reading and Understanding Political Science"

Dizikes, Peter. "Explained: Regression Analysis.

## **2/10 Public Opinion**

Zaller, John R. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press.

Kinder, Donald and Nicholas Winter. 2001. "Exploring the Racial Divide: Blacks, Whites, and Opinion on National Policy." *American Journal of Political Science*. 45(2): 439-453.

Bartels, Larry M. 2002. "Beyond the Running Tally: Partisan Bias in Political Perceptions." *Political Behavior* 24 (2): 117–50.

Druckman, James N., Jordan Fein, and Thomas J. Leeper. 2012. "A Source of Bias in Public Opinion Stability." *American Political Science Review* 106(2): 430-454.

## **2/17 Political Participation**

Leighley, Jan E. 1995. "Attitudes, Opportunities and Incentives: A Field Essay on Political Participation." *Political Research Quarterly* 48(1): 181-209.

Robert D. Putnam, 1995. "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America," *PS: Political Science & Politics* 28(4): 664-683.

Brady, Henry Sidney Verba, and Kay Lehman Schlozman, 1995. 'Beyond SES: A Resource Model of Political Participation,' *American Political Science Review* 89(2): 271-94.

McDonald, Michael P. and Samuel L. Popkin. 2001. "The Myth of the Vanishing Voter." *American Political Science Review* 95(4): 963-974.

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## **2/24 Political Parties**

Aldrich, John H. 1995. *Why Parties? The Origin and Transformation of Political Parties in America*. University of Chicago Press.

Riker, William. 1982. "The Two-Party System and Duverger's Law." *American Political Science Review* 76:753-766.

Alan I. Abramowitz and Kyle L. Saunders. 2008. "Is Polarization a Myth?" *Journal of Politics* 70:542-555.

Mayhew, David. R. 2000. "Electoral Realignment," *Annual Review of Political Science* 3: 449-474.

## **3/2 Elections**

Fiorina, Morris. 2002. "Parties and Partisanship: A 40-Year Retrospective," *Political Behavior* 24(2): 93-115.

Rabinowitz, George and Stuart Elaine MacDonald. 1986. "The Power of the States in U.S. Presidential Elections." *The American Political Science Review*. 65-87.

Gaines, Brian J. 2001. "Popular Myths about Popular Vote-Electoral College Splits." *PS: Political Science and Politics*. 34(1): 70-75.

Bartels, Larry, M. 2000. "Partisanship and Voting Behavior, 1952-1996," *American Journal of Political Science* 44(1): 35-50.

Jacobson, Gary. 2005. "Polarized Politics and the 2004 Congressional and Presidential Elections," *Political Science Quarterly* 120(2): 199-218.

## **3/9 Spring Break**

## **3/16 Interest Groups**

Madison, James. 1787, 1789 *Federalist* #10 & 51

Moe, Terry M. 1981. "Toward a Broader View of Interest Groups." *Journal of Politics*. 43(2):531-543.

Hojnacki, Marie. 1997. "Interest Groups Decisions to Join Alliances or Work Alone." *American Journal of Political Science*. 41(1): 61-87.

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Blanes i Vidal, Jordi, Mirko Draca, and Christian Fons-Rosen. 2012. "Revolving door lobbyists." *American Economic Review*. 102(7): 3731-3748.

Gilens, Martin and Benjamin I. Page. 2014. Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens, Perspectives on Politics 12(3): 564-579.

### **3/23 Midterm Exam**

### **3/30 Congress**

Fenno, Richard F. 1977. Jr. "U.S. House Members in Their Constituencies: An Exploration". *The American Political Science Review*. 71(3): 883-917.

Heitshusen, Valerie. 2012. "Introduction to the Legislative Process in the U.S. Congress." *Congressional Research Service Report*.

Kingdon, John. 1977. "Models of Legislative Voting". *The Journal of Politics*. 39: 563-595.

Aldrich, John H., and David W. Rohde. 2000a. "The Republican Revolution and the House Appropriations Committee." *Journal of Politics* 62: 1-33.

Carson, Jamie and Jeffrey Jenkins. 2011. "Examining the Electoral Connection Across Time." *Annual Review of Political Science*. 14: 25-46.

### **4/6 Presidency**

Kernell, Samuel. 2006. *Going Public: New Strategies of Presidential Leadership*. CQ Press.

Canes-Wrone, Brandice, William G. Howell and David E. Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Reevaluation of the Two Presidencies Thesis." *Journal of Politics*. 70(1):1-16

Brandice Cones-Wrone. 2001. The Presidents Legislative Influence from Public Appeals. *American Journal of Political Science* 45(2): 313-369.

Howell, William G. 2011. "Presidential Power in War." *Annual Review of Political Science*. 14:89-105.

### **4/13 Bureaucracy**

McCubbins, Matthew, Noll, Roger, and Weingast, Barry. 1987. "Administrative Procedures as Instruments of Political Control." *Journal of Law, Economics, and Organizations*. 3: 243-277.

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Scholz, John T. and B. Dan Wood, "Controlling the IRS: Principals, Principles, and Public Administration," *American Journal of Political Science* 42:141-162.

Lewis, David E. 2007. "Testing Pendleton's Premise: Do Political Appointees Make Worse Bureaucrats?" *Journal of Politics* 69:1073-1088.

Clinton, Joshua D., David E. Lewis, and Jennifer L. Selin. 2014. "Influencing the Bureaucracy: The Irony of Congressional Oversight." *American Journal of Political Science*. 58(2): 387-401.

#### **4/20 Courts**

Segal, Jeffrey, and Spaeth, Harold. 2002. *The Supreme Court and the Attitudinal Model Revisited*. Cambridge: Cambridge University Press.

Whittington, Keith E. 2001. *The Road Not Taken: Dred Scott, Judicial Authority, and Political Questions*. *The Journal of Politics*. 63: 365-391.

Kevin T McGuire and James A Stimson. 2004. *The Least Dangerous Branch Revisited: New Evidence on Supreme Court Responsiveness to Public Preferences*. *The Journal of Politics*, 66:1018-1035.

Martin, Andrew D., Kevin M. Quinn, Theodore W. Ruger, and Pauline T. Kim. 2004. "Competing Approaches to Predicting Supreme Court Decision Making." *Perspectives on Politics*. 2(4): 761-767.

#### **4/27 Paper Presentations**

#### **5/4 Papers Due**